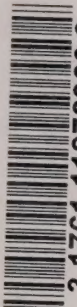


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# Future Directions for the Provincial and Demonstration Schools:

A Report  
to  
Stakeholders  
1994

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# Future Directions for the Provincial and Demonstration Schools:

## A Report to Stakeholders 1994



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*by*  
**John Stanley**

AYI-0770

# CONTENTS

<b>Executive Summary</b> .....	<b>3</b>
<b>Introduction</b> .....	<b>5</b>
<b>Framework for Discussion</b> .....	<b>6</b>
Vision .....	6
Principles and Related Factors .....	6
Suggested Options .....	7
<b>Stakeholder Reaction</b> .....	<b>8</b>
Public Forums .....	8
Responses to the Suggested Options .....	9
Overview .....	9
Option 1 .....	11
Option 2 .....	12
Option 3 .....	13
Option 4 (Combination of Options 1-3) .....	14
<b>Recommendations Approved by the Minister of Education and Training</b> .....	<b>15</b>
<b>Appendix A: Sample Questionnaire</b> .....	<b>17</b>
<b>Appendix B: Summary of Formal Submissions Received During the Consultation</b> .....	<b>19</b>
<b>Appendix C: Stakeholder Suggestions for Option 4</b> .....	<b>23</b>



Cette publication est également offerte en français sous le titre suivant : *La future orientation des écoles provinciales et d'application. Rapport aux personnes et aux groupes intéressés, 1994.*



Executive Summary ..... 1

Introduction ..... 2

Statement of the Problem ..... 3

Objectives and Scope ..... 4

Methodology ..... 5

Public Opinion ..... 6

Recommendations ..... 7

Appendix A: Survey Questionnaire ..... 8

Appendix B: Summary of Survey Results ..... 9

Appendix C: Statistical Analysis of Data ..... 10

References ..... 11

Index ..... 12



## EXECUTIVE SUMMARY

In consultation with stakeholders, the Ministry of Education and Training has conducted a review of options for the future operation of the Provincial and Demonstration Schools. More specifically, the purpose of the study was to determine how the schools can be organized (governance) and provided with resources (funding). This report explains the options considered and presents a summary and analysis of stakeholders' responses obtained through consultation. Recommendations approved by the Minister of Education and Training are listed at the end of the report (see page 15).

### Vision and Principles

Through consultation with stakeholders, the Provincial and Demonstration Schools Project team has developed a vision and related principles to guide the assessment of possible future directions. The overall goal identified for the Provincial and Demonstration Schools is to continue to provide educational programs and resource services for deaf, blind, deaf/blind, and severely learning-disabled students. Principles and essential factors to be considered are:

- sensitivity to student needs and culture
- quality of program and service delivery
- sensitivity to staff needs
- student safeguards
- accessibility
- equity
- accountability
- cost-effectiveness
- partnerships
- organizational flexibility and stability of funding

In order that the overall goal be achieved in light of these principles and essential factors, appropriate organizational and funding models must be selected. Consultation with stakeholders identified and evaluated four options:

1. A continued direct service operation of the Ministry of Education and Training
2. A service through existing schools boards
3. An operation of a newly created organization like a school board or agency
4. A combination of options 1-3

### Stakeholder Reaction

A brochure presenting options 1 to 3 was released to stakeholders on December 17, 1993, and their responses were invited at public forums and focus groups held in January and February 1994 and through a questionnaire and formal submissions. Attendance at the forums (1800)



and focus groups (200) and the numbers of responses obtained through the questionnaire (340) and formal submissions (62) indicate the degree of stakeholder interest in the future directions for the Provincial and Demonstration Schools.

A summary of questionnaire responses and submissions showed that, on the whole, the views expressed were consistent with those obtained at the forums and focus groups.

Often, stakeholders suggested certain features of the three proposed options. As a result, a fourth option - a combination of options 1-3 - was identified. While there was no lack of consensus among stakeholder groups representing a variety of perspectives and locations, the responses of francophones and residents of northern communities were particularly consistent with respect to their specific needs.



## INTRODUCTION

On September 1, 1993, the Ministry of Education and Training initiated a project to study, in consultation with stakeholders, organizational and funding models for the future operation of Provincial and Demonstration Schools. This report summarizes the study's findings and the responses of stakeholders obtained through consultation. Recommendations agreed to by the Minister of Education and Training are listed at the end of the report (see page 15).

As a direct service under the authority of the Ministry of Education and Training, the Provincial and Demonstration Schools currently operate from several sites in the province to provide special elementary and secondary educational programs designed to meet the needs of anglophone and francophone exceptional students. The schools provide services to deaf, blind, deaf/blind, and severely learning-disabled students. Qualified teachers employed under the Provincial Schools Authority or seconded from school boards deliver the programs. The Provincial and Demonstration Schools also have a mandate to provide resource services and teacher training to support the special education programs of school boards.

The operations of the schools are a complex core activity of the Ministry of Education and Training. A variety of stakeholders consider the programs of the schools to be of substantial educational value in the field of special education and an essential alternative for students whose needs cannot be met by the programs offered by local school boards.

In a time of overall financial constraint in which costs have continued to rise, enrolment in Provincial Schools has been declining. Enrolment in Demonstration Schools, on the other hand, has been increasing. Over the years, the former Ministry of Education has been unable to attract and commit sufficient operational funding to maintain and develop programs and services offered by these schools. In the absence of sufficient capital funding, some facilities have become run down to the point that they can no longer meet the needs of students. Thus it has become essential that a new model for the funding and operation of these schools be found so that they may provide high-quality programs and services in a manner consistent with government priorities.

The need for changes in the organization and operation of the schools was highlighted in the recommendations of a number of recent reviews, including *Review of Ontario Education Programs for Deaf and Hard-of-Hearing Students, 1989*; *Report of the Review of Student Care at the Provincial Schools for the Deaf and Blind and Demonstration Schools, 1991*; *Special Education and Provincial Schools Internal Audit Report, 1993*; *Report of the Minister's Advisory Committee on Deaf Education (Anglophone), 1993*; and *Report of the Minister's Advisory Committee on Deaf Education (Francophone), 1993*.

The audit of the Provincial and Demonstration Schools resulted in twenty-two recommendations. In broad terms, these identified opportunities to improve the operation of the schools by establishing a stable form of organization and funding, ensuring the cost-effectiveness of the overall program, and strengthening the schools' systems of management and accountability. The schools' management has taken timely remedial action to implement many specific audit recommendations. However, those audit findings that point to a need for sweeping changes in the way the schools are organized and operated have been



addressed by interim measures and by setting in motion a process whereby a shift in direction for the schools will be implemented over several years.

The ministry established the Provincial and Demonstration Schools Project to operate the schools on an interim basis and to develop and recommend options for the governance, funding, programs, and program delivery of the schools through consultation with stakeholders. There is no plan to close the Provincial and Demonstration Schools; rather, the ministry will consider changes to the operation of the schools that are consistent with the vision and principles developed in the course of the project team's study.

## **FRAMEWORK FOR DISCUSSION**

### **Vision**

In the process of arriving at a vision of the functions to be carried out by the Provincial and Demonstration Schools, the project team, in consultation with stakeholders, identified a number of goals for the schools. It was agreed that the schools should:

- provide a special educational environment for blind, deaf, deaf/blind, and severely learning-disabled pupils who need a residential setting to learn and function effectively;
- as providers of alternative programs to those offered by school boards, be models for educational practices that provide a high standard of education for students with special needs;
- establish partnerships with school boards, community organizations, and other ministries to improve educational and residential programs, and provide co-ordinated services and links to postsecondary institutions and the workplace;
- put in place mechanisms to ensure stakeholder involvement in decision making, as well as a system of accountability to provide equitable access, effective service delivery, and responsible fiscal management.

### **Principles and Related Factors**

Through preliminary consultation with the team, various stakeholder groups approved a list of principles and essential factors that were to be considered in identifying and evaluating options for the future operation and funding of the Provincial and Demonstration Schools. These principles and essential factors were: sensitivity to student needs and culture; quality of program and service delivery; sensitivity to staff needs; student safeguards; accessibility; equity; accountability; cost-effectiveness; partnerships; and organizational flexibility and stability of funding.



The following specific aims were developed out of consideration of the principles and essential factors identified:

1. To ensure the provision, on a province-wide basis, of educational options for deaf, blind, deaf/blind, and learning-disabled students that meet their **learning needs** and, where possible, their **cultural and communication needs**, and that respond to the wishes of parents
2. To ensure **equity and access**
3. To establish a **stable, accountable, and flexible governance and funding** model
4. To provide **cost-effective** programming
5. To **strengthen systems of management and accountability** in response to recommendations resulting from a number of studies of the schools' operations
6. To **balance the needs of all stakeholders** while serving the educational and residential needs of the students
7. To deliver **high-quality programs** to students in a **cost-effective** manner
8. To **set high standards** for the provision of education for each student and to provide the necessary support and assistance
9. To maintain **safeguards** that ensure the health, safety, and welfare of students
10. To provide **resource services** for students attending Provincial and Demonstration Schools and those enrolled in school board programs, and for their families
11. To consider **staff concerns** in the areas of employment, safety, health, equity, and transition planning

These aims have guided the consultation on future directions as well as the activities of the Provincial and Demonstration Schools Project team in managing an ongoing program of incremental change in the schools.

## Suggested Options

On December 17, 1993, a brochure outlining a range of alternative models for the governance and funding of the Provincial and Demonstration Schools was released to stakeholders. These models were based on initial stakeholder proposals, earlier suggestions received through consultation, and the findings of past research studies conducted by the former Ministry of Education. While early consultation and analysis had considered the options of mainstreaming the programs and services of the schools or placing them under the auspices of a specially established agency, the brochure, approved by the Ministry of Education and Training, identified three options for how the schools could be governed and funded.

## **1. A direct service of the Ministry of Education and Training**

Under the direct authority of the Ministry of Education and Training, the Provincial and Demonstration Schools would operate from several sites to provide special elementary and secondary educational programs designed to meet the needs of deaf, blind, deaf/blind, and severely learning-disabled students. This option provides for the very close and direct involvement of, and funding by, the ministry.

## **2. A service through existing school boards**

The provision of programs and services currently offered by the Provincial and Demonstration Schools would become the responsibility of the school boards in whose jurisdiction the present facilities are located. These school boards would then operate the programs and facilities, and be accountable to the schools in their jurisdictions. Boards would receive additional funding through the General Legislative Grants (GLG) to support this added responsibility.

## **3. A service through a new organization such as a school board or agency**

A new provincial "board" of education would be established with a province-wide mandate and with jurisdiction over the Provincial and Demonstration Schools, wherever these might reside. The board would operate from multiple campuses but under a single directorship. Stakeholders' involvement would be formalized through ministerial appointments and a Parents' Advisory Council. Ministry involvement would be at arm's length, although funding would come from a ministry transfer payment similar to the GLG funding system for school boards.

# **STAKEHOLDER REACTION**

## **Public Forums**

In January and February 1994, the Provincial and Demonstration Schools Project team held a number of public forums. To ensure that these forums were broadly accessible to stakeholders, the project team selected a range of sites: Belleville, Ottawa, Milton, Brantford, London, North Bay, Sudbury, Sault Ste. Marie, Toronto, Thunder Bay, and Timmins. In each location, a comprehensive range of interpretation/translation techniques was used to meet the communication needs of the deaf, blind, deaf/blind, severely learning-disabled, and franco-phone communities. The forums were well attended; a total of about 1800 stakeholders participated.

Stakeholders from each locality hosted/facilitated the proceedings. The ministry panel comprised the Parliamentary Assistant, Gary Malkowski; the Provincial and Demonstration Schools Project team leader, Ruth Taber; Provincial and Demonstration Schools superintendents; and other project staff. The panel made presentations that elaborated on the information contained in the options brochure, and responded to questions from the stakeholders. Stakeholders provided oral and written submissions to the panel, and were



invited to provide further feedback by completing a standard questionnaire and/or by making a formal submission by April 15, 1994. The panel also agreed to attend focus groups, where requested, to discuss the options with smaller stakeholder groups. Fifteen such focus groups were conducted, including one with the Federation of Provincial Schools Authority Teachers (FOPSAT). As well, the Ontario Public Service Employees Union (OPSEU) was kept informed of proceedings through the Ministry Employee Relations Committee (MERC), as requested.

The consultation sessions allowed open communication with and among stakeholders and permitted the exchange of information about the role, mandate, constituency, and appropriate operational mechanisms of the schools.

## **Responses to the Suggested Options**

### **Overview**

Attendance at the forums (1800) and focus groups (200) and the numbers of responses obtained through questionnaires (340) and formal submissions (62) indicate the degree of stakeholder interest in the future directions of the Provincial and Demonstration Schools.

The Provincial and Demonstration Schools Project team received 340 completed questionnaires (see Appendix A for sample questionnaire). Using an electronic database, the project team organized the responses to facilitate analysis and information sharing. A summary of written submissions received appears in Appendix B. On the whole, the views expressed in questionnaire responses and written submissions were consistent with those voiced during the forums and focus groups.

Often, stakeholders selected features of options 1 to 3. This led to the creation of a fourth option - a combination of components from the three proposed options. (Option 4 is discussed in detail later in this report and in Appendix C.) While responses generally showed a high degree of consensus among stakeholder groups representing a variety of perspectives and locations, those of francophones and residents of northern communities were particularly consistent with respect to their specific needs. These needs are also discussed below.

Stakeholder support for the various options is summarized below. Table 1 summarizes responses received through the questionnaire; Table 2 those received through submissions.

**Table 1: Preferred Options per Questionnaire Responses**

		<b>English</b>	<b>French</b>	<b>Total</b>
Options 1 and 4	Continue as direct service of MET (or combine features of options 1-3)	179(81%)	16(14%)	195(57%)
Option 2	Transfer to school boards	4(2%)	8(6%)	12(4%)
Option 3	Establish board/agency	<u>39</u> (17%) <u>222</u>	<u>94</u> (80%) <u>118</u>	<u>133</u> (39%) <u>340</u> (100%)

**Table 2: Preferred Options per Submission Responses**

		<b>English</b>	<b>French</b>	<b>Total</b>
Options 1 and 4	Continue as direct service of MET (or combine features of options 1-3)	39(97%)	1(5%)	40(64%)
Option 2	Transfer to school boards	1(3%)	0	1(2%)
Option 3	Establish board/agency	<u>0</u> <u>40</u>	<u>21</u> (95%) <u>22</u>	<u>21</u> (34%) <u>62</u> (100%)



## Option 1

### *Overview of responses*

With respect to governance, feedback suggests strong anglophone support (questionnaires, 81%; submissions, 97%) for a direct service of the Ministry of Education and Training (Option 1). Respondents felt that, although some problems needed to be addressed, the basic system currently in place worked well enough. (The rationale cited was, "If it isn't broken, don't fix it.")

Many of the respondents who selected Option 1 raised additional issues for consideration, including funding, factors related to the operation of the schools as residential facilities, and the concerns of northern communities. As a result, a fourth option, combining elements of options 1 to 3, emerged. (This option is discussed below.)

### *Analysis of responses*

Stakeholders' responses suggested that the principles and essential factors best addressed by this model were:

- sensitivity to student needs and culture
- quality of program and service delivery
- sensitivity to staff needs
- student safeguards
- accessibility
- accountability
- cost-effectiveness

In particular, respondents felt that this model clearly defined accountability to stakeholders, since the Ministry of Education and Training would have direct responsibility for governance and funding, making the Minister accountable for the overall program. Stakeholders were of the opinion that program quality and cost-effectiveness could be controlled directly and that minimal changes with respect to staff and other resources would be required.

Stakeholders felt that the principles and essential factors inadequately addressed by this model were:

- equity
- partnerships
- organizational flexibility and stability of funding

Respondents noted that this option does not recognize - through legislation or regulations - the school board-like nature of the Provincial and Demonstration Schools. Therefore, the Provincial and Demonstration Schools might not have parity with other Ontario schools in terms of status. For example, school-board funding priorities are set at a political level through regulation, whereas Provincial and Demonstration Schools funding priorities are set at an administrative level in competition for relatively limited ministry funds. Further differences in parity include the fact that school boards have greater access to capital and

technology funds, tend to receive increases in annual (GLG) funding indexed to inflation, and do not need to return revenues to the Consolidated Revenue Fund.

Therefore, under Option 1, the essential factor of organizational flexibility and stability of funding would continue to be an issue, as would access to capital and other funding. Further, the day-to-day operations of the schools would not be at arm's length from the ministry, and avenues for stakeholder involvement would need to be formalized.

## **Option 2**

### ***Overview of responses***

Little support was indicated for Option 2, a service through existing schools boards. Respondents typically expressed concern about the likely decline in the quality of programs as a result of conflicting board priorities and lack of local expertise in special education. Further, respondents noted that the quality of programs would tend to vary greatly from location to location.

### ***Analysis of responses***

Stakeholders' responses suggested that the principles and essential factors best addressed by this model were:

- equity
- partnerships
- organizational flexibility and stability of funding

Stakeholders noted that, under this option, existing legislation would apply and that the school board-like nature of the Provincial and Demonstration Schools would be formally recognized, giving the schools parity with other schools with respect to funding. Respondents noted that stability of funding would be improved under this option because the schools would be funded through the GLG.

Stakeholders felt that the principles and essential factors inadequately addressed by this model were:

- sensitivity to student needs and culture
- quality of program and service delivery
- sensitivity to staff needs
- student safeguards
- accessibility
- accountability
- cost-effectiveness



Stakeholders noted that, under this option, the Minister of Education and Training would not be accountable for the schools and that avenues for stakeholder involvement would not necessarily be formalized. Many respondents expressed the concern that program quality might become inconsistent, as the priority given to the operation of the Provincial and Demonstration Schools varied among school boards.

Further, stakeholders observed that the transfer of staff from the ministry to the school boards would be complicated and expensive, and that legislative and/or regulatory changes would be required to enable the boards to provide residential programs.

### **Option 3**

#### ***Overview of responses***

Respondents expressed some support for this option, under which service would be provided through a new organization such as a school board or agency. The groups most frequently citing preference for this option were francophones and the deaf. In their comments, these groups indicated a desire for greater autonomy.

Francophone support for this option was particularly strong and was characterized by clear and consistent themes. A cursory look at these responses seemed to indicate strong support for the creation of a specialized school board. A closer examination, however, revealed a desire for the creation of a francophone school, rather than a board, which would be part of the Provincial and Demonstration Schools Project within the Ministry of Education and Training. Respondents proposed that a reporting relationship be established through the Assistant Deputy Minister, French-Language Education, and a representative advisory council to maintain the identity and culture of the francophone school within the predominantly anglophone ministry. This interpretation of the questionnaire responses has been verified through focus group discussions and dialogue with francophone stakeholders.

Representatives of the deaf community who favoured this option felt that a special school board should be created to serve the needs of deaf students.

Many of the respondents, both anglophone and francophone, expressed reservations with respect to Option 3. Stakeholders were of the opinion that the implementation of this governance structure would be time-consuming and expensive. In addition, it might prove inefficient in operation and might fail to balance fairly the interests of all stakeholders. These respondents tended to support the view that the number of school boards in the province should be reduced.

#### ***Analysis of responses***

Stakeholders' responses suggested that the principles and essential factors best addressed by this model were:

- sensitivity to student needs and culture
- equity
- accountability

- partnerships
- organizational flexibility and stability of funding
- accessibility

Stakeholders noted that this option recognizes the school board–like nature of the Provincial and Demonstration Schools, giving the schools parity of status with other schools. Accordingly, this option stabilizes funding by providing transfer payments to the new organization in a manner similar to the GLG regulations. Respondents pointed out that the funding arrangement would need to take into account the higher level of per-capita funding necessary to support students with special needs. As well, respondents indicated that this option provided the schools greater access to capital and other funds.

Respondents indicated support for the ministry's retaining significant control through ministerial appointments to a governing council and through the ministry's policy-setting activities, while having an arm's-length relationship to day-to-day operations. They felt that accountability would be strengthened through a stakeholder-based board of trustees or a Parent Advisory Council, and that program quality would be consistent provincially since each school would be accountable to the same "board" and would need to be responsive to board and ministry policies.

Further, respondents noted that disruption of day-to-day activities at the level of school operations, staffing, and so on would be minimal since the new entity would assume responsibility for ongoing activities and resources.

Stakeholders perceived that the principles and essential factors inadequately addressed by this model were:

- cost-effectiveness
- quality of program and service delivery
- sensitivity to staff needs
- student safeguards

Stakeholders observed that special legislation might be required to create such an organization and to facilitate staff transfers from the ministry. Further, they noted that special regulations would be required to enable the board to provide residential programs. Ultimately, respondents felt, the expenditure of human and financial resources required to design and implement this option might not be warranted since the option did not guarantee higher-quality programs.

#### **Option 4 (Combination of Options 1–3)**

Some responses suggested that future directions for the schools should reflect a combination of desirable features from each of the options presented, but primarily from options 1 and 3. With respect to governance, for example, support for a direct service of the ministry appears to reflect recognition of the greater operational effectiveness and responsiveness to stakeholders' needs achieved under the current Provincial and Demonstration Schools Project.



Beyond the factor of governance, stakeholders identified the following as desirable features of a fourth option:

- the resolution of funding-related issues, such as stability, growth potential, access to capital and technology funds, and revenue retention
- the resolution of operational issues related to increasing program effectiveness
- the provision of further avenues for stakeholder involvement
- the maintenance of a single governance structure for educational and residential programs
- the improvement and expansion of services in northern communities
- the resolution of the issue of self-governance for francophones

Appendix C outlines stakeholder suggestions for Option 4.

## **RECOMMENDATIONS APPROVED BY THE MINISTER OF EDUCATION AND TRAINING**

### **Governance**

It is recommended that:

1. **the Provincial and Demonstration Schools continue to operate as a direct service of the Ministry of Education and Training;**
2. **through an appropriate policy statement, the Provincial and Demonstration Schools be recognized as unique schools that provide both an educational and residential service;**
3. **the Provincial and Demonstration Schools be managed and operated with the support of a special team within the ministry, whose prime responsibility would be to provide administrative, curriculum, and policy support;**
4. **processes that ensure the involvement of stakeholders (parents, students, staff, and others) in establishing priorities and setting directions for the Provincial and Demonstration Schools be formalized;**
5. **the Ministry of Education and Training retain responsibility for both residential and educational programs;**
6. **a plan be developed to address the special needs of francophones with respect to Provincial and Demonstration Schools services within the operational framework proposed (see point 1 above).**

## **Funding**

It is recommended that:

- 7. options be explored to fund the Provincial and Demonstration Schools in a manner that gives them parity with other schools in the province and to establish a stable platform for program delivery;**
- 8. school board costs for the transportation of students to the Provincial and Demonstration Schools be fully recoverable through the GLG;**
- 9. funding mechanisms for alternative programs (as outlined in Policy/Program Memorandum No. 76C) be streamlined and simplified;**
- 10. the Ministry of Education and Training work in partnership with Management Board Secretariat at a head-office level to explore ways of restoring and updating Provincial and Demonstration Schools facilities;**
- 11. the Provincial and Demonstration Schools be included with school boards in all future technology initiatives. With respect to other initiatives that do not make provision for the Provincial and Demonstration Schools, measures that would correct such omissions should be identified and appropriate recommendations made to the Minister.**

## **Operations**

It is recommended that:

- 12. operational/financial planning and accountability measures be established in each of the Provincial and Demonstration Schools to effect operational improvements on an ongoing basis.**

## **Northern Communities**

It is recommended that:

- 13. a range of options to provide better service to northern communities be explored, such as:**
  - distance education technologies;**
  - secondments of resource services staff from northern boards to operate from selected northern sites; and**
  - partnerships in service delivery. Partners would include school boards, the Independent Learning Centre (ILC), Contact North, and Integrated Services for Northern Children (ISNC).**



## Appendix A: Sample Questionnaire

### RESPONSE TO OPTIONS FOR THE FUTURE PROVINCIAL AND DEMONSTRATION SCHOOLS

*The Ministry of Education and Training has shared information with parents, students, staff and interested stakeholders about the funding and governance of Provincial and Demonstration Schools. Opportunities for dialogue about possible changes to the way in which the schools are funded and governed were provided at public forums across the province. As part of our consultation, you are invited to complete this response form, including comments and recommendations.*

#### A. OPTIONS

1. a) In general, I /we support the following: (Please check one)

- ☐ Option 1 (Continue Direct Service)  
☐ Option 2 (Transfer to School Boards)  
☐ Option 3 (Establish Provincial Board/Agency)

b) This Option was selected because it best addresses concerns about: (Please check one or more)

- |   |  |
|---|--|
| <input type="checkbox"/> funding for the schools            | <input type="checkbox"/> meeting program needs of students |
| <input type="checkbox"/> resource services to families      | <input type="checkbox"/> involvement of stakeholders       |
| <input type="checkbox"/> resource services to school boards | <input type="checkbox"/> the operation of the schools      |
| <input type="checkbox"/> health and safety issues           | <input type="checkbox"/> Other _____                       |
- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c) I/we would like to see the following additions or changes to this Option: (Please comment)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. a) The Option I/we prefer the least is: (Please check one)

- ☐ Option 1 (Continue Direct Service)  
☐ Option 2 (Transfer to School Boards)  
☐ Option 3 (Establish Provincial Board/Agency)

b) The reason I/we would not select this Option is as follows: (Please comment)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Additional Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

...over

## B. RESPONDENT INFORMATION

### 1. LOCATION

☐ Belleville                      ☐ Ottawa                      ☐ Milton                      ☐ Brantford  
☐ North Bay                      ☐ Sudbury                      ☐ Sault Ste. Marie                      ☐ Toronto  
☐ Thunder Bay                      ☐ Timmins                      ☐ London  
☐ Did not attend a forum

### 2. REPRESENTATION

☐ Parent                      ☐ School Board                      ☐ Other  
☐ Student                      ☐ Parent Association  
☐ Staff                      ☐ Professional Association

### 3. MAJOR AREA OF INTEREST

a) Programs for:

☐ Deaf                      ☐ Learning Disabilities  
☐ Blind                      ☐ Other \_\_\_\_\_  
☐ Deaf/Blind

### 4. THE FOLLOWING RESPONDENT INFORMATION IS OPTIONAL

Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

**Additional comments can be attached to this form.**

-----

The form can be handed in at the end of the forum or return to:

Provincial Schools Project  
Ministry of Education and Training  
8th Floor, Mowat Block  
900 Bay Street  
Queen's Park  
Toronto, Ontario  
M7A 1L2

Telephone: (416) 325-2186  
FAX: (416) 325-4361



## Appendix B: Summary of Formal Submissions Received During the Consultation

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### LEGEND

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#### STAKEHOLDER GROUP

- 1 Parent
- 2 Student
- 3 Staff of schools
- 4 School board
- 5 Parents' association
- 6 Professional association

#### PREFERRED OPTION

- 1 Continue as direct service of MET
- 2 Transfer to school boards
- 3 Establish board/agency
- 4 Combine best features of options 1–3

NAME	<u>Stakeholder Group</u>	<u>Preferred Option</u>
Armellin, F. & T.	1	1
Brophy, C.	1	1
Chennells, F.	1	1
Curran, C.	1	1
Deaf Program, ROB staff	3	1
FOPSAT	3	1
Fox, W.	3	1
Harbroe, B.	1	1
Holmes, T. & G.	1	1
Jones, J.	1	1
Kenora Board of Ed.	4	1
Kenyon, W.	1	1
Learning Disabilities Assoc. of Ontario	6	1
Learning Disabilities Assoc. of London-Middlesex	6	1
Learning Disabilities Assoc. of Sault Ste. Marie	6	1
Learning Disabilities Assoc. of St. Catharines	6	1
Learning Disabilities Assoc. of Thunder Bay	6	1
Malcolm, G.	1	1
Management Team, WRM	3	1
Middlesex County Board of Ed.	4	1
O'Brien, Z.	1	1



NAME	<u>Stakeholder Group</u>	<u>Preferred Option</u>
Ontario Separate School Trustees' Assoc.	6	1
Partners in Education, The Trillium School	3	1
Robarts School Parents' Assoc.	5	1
Sano, T.	1	1
Sevigny, D.	1	1
Seymour Hamilton	1	1
Superintendent's Advisory Council for WRM	1	1
Thompson, W.	3	1
Verne Edquist	2	1
Walker, D. & K.	1	1
W. Ross Abrahamson	1	1
Weber, R.	2	1
Wilton, I.	3	1
Belford, F. (Halton Board of Ed.)	4	2
Ad Hoc Committee, E.C.D.	5	3
Dufferin County Board of Ed.	4	3
Durham Region RCSSB	4	3
Francophone Parents of Deaf & Hard-of-Hearing Students	5	3
Loken, Christine	1	3
Palmer, L.	1	3
Scott, L.	1	3

NAME	<u>Stakeholder Group</u>	<u>Preferred Option</u>
Bolwig, C.	1	4
Canadian Hearing Society	6	4
Hansen-Hines, J.	1	4
Mainland, J.	1	4
Sault Ste. Marie District RCSSB (Sopher, M.)	4	4
Timmins District RCSSB	4	4



Option 1: Continue as direct service of MET

- MINISTRY OF EDUCATION AND TRAINING WOULD CONTINUE TO OPERATE EXISTING SITES AND PROGRAMS
- PROVINCIAL AND DEMONSTRATION SCHOOLS PROJECT WOULD PROVIDE LEADERSHIP AND SUPPORT
- MINISTER OF EDUCATION AND TRAINING WOULD REMAIN ACCOUNTABLE
- Program quality and cost-effectiveness would be controlled directly
- Would necessitate little change in staff and other resources

Governance



Accountability



Option 2: Transfer to school boards

- Current programs and services would be provided and operated by boards in whose jurisdictions the present facilities are located

Option 4: Combine best features of options 1-3

- MET should continue to operate existing sites, with leadership and support provided by Provincial and Demonstration Schools Project
- Priorities to be set and managed provincially by MET

## Equity

### - FUNDING FOR PROVINCIAL AND DEMONSTRATION SCHOOLS WOULD BE PROVIDED THROUGH THE GLG

- Ministry would not retain direct control of the schools
- Stakeholder involvement would be ensured through local school board



- Provincial and Demonstration Schools should be given access, through legislative change, to incentive grants and capital and other funding available to school boards

### Option 3: Establish a provincial board or agency

- New board or agency would be established with mandate to operate all Provincial and Demonstration Schools (one board would operate from multiple campuses but under a single directorship)

### - STAKEHOLDER INVOLVEMENT WOULD BE FORMALIZED THROUGH MINISTERIAL APPOINTMENT OR PARENTS' ADVISORY COUNCIL, RESULTING IN STRENGTHENED ACCOUNTABILITY

## Partnerships

- Stakeholder involvement should be formalized and updated to include postsecondary, business, and employment sectors





Student Needs



- BOARD-LIKE NATURE OF PROVINCIAL AND DEMONSTRATION SCHOOLS

WOULD BE RECOGNIZED; FUNDING WOULD BE THE SAME AS FOR OTHER

BOARDS AND SCHOOLS

- Ministry would have arm's-length relationship with schools
- Day-to-day operation would be controlled through a direct reporting relationship to the provincial board or agency
- Quality of program/service delivery would be consistent across province
- Residential programs would need to be addressed

- Funding base should be secured and funding linked to needs















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